

# OFFICE OF VOCATIONAL-TECHNICAL, CAREER AND INNOVATIVE PROGRAMS

## NINTH-YEAR CHARTER SCHOOL RENEWAL PROCESS: 2006 APPLICATION GUIDE



### Introduction

The Commissioner may grant a renewal of a charter to a charter school in its ninth-year for another five years. The decision to renew a charter for another five years will be based on a review of the charter school's 2005-06 annual report and ninth-year renewal application. The application also includes a statement of charter school assurances and supplementary information with regard to the school's compliance with state statutes and regulations. Collectively, the process will provide a comprehensive evaluation of the school's overall performance.

The charter school's annual report provides a comprehensive overview of the school's operations and accomplishments. To avoid duplication with the contents of the annual report, the charter school renewal application will focus on the school's fiscal status, enrollment status and plans for the next five years of the charter, including any proposed changes in enrollment, grade levels or facilities. The application will also include an appended statement of assurances and supplementary information with supporting signatures from the school's leadership personnel.

Upon receipt and review of the renewal application, the department may conduct an on-site visit and structured interview(s). Findings from the review of the school's annual report, renewal application and any previous monitoring visit results and financial audits will contribute to a determination as to whether an on-site visit is required to assist the department in making a decision about the renewal of a charter. On-site visits, if called for, will be scheduled between mid-October and mid-December.

A successful application for renewal of a charter should identify the school's strengths and needs, and provide a five-year plan that describes specific goals, objectives and activities for addressing identified needs and/or proposed changes. The section on the school's strengths and accomplishments should include a description of any outside reviews the school may have participated in and/or any awards the school may have received from national or statewide sources. Overall, the renewal application is designed to provide each charter school the opportunity to demonstrate that it is engaged in data-based decision making in order to chart its course for the next five years. Each school may draw on the data it has presented in its annual reports. The data should demonstrate continuous progress.

### Guide Content

The guide consists of the following sections:

- **Ninth-Year Charter School Renewal Application Process Timeline,**
- **Overview of the Content of the Ninth-Year Renewal Application, and**
- **2006 Ninth-Year Charter School Renewal Process: Application Instructions.**

The "Application Instructions" prescribe in detail the specific content to be addressed in the application.

### Resources

Should you have any questions about the educational program aspects of the application, please call Edward Patrick at 609-292-5850. Should you have questions about the fiscal aspects of the application, please call Jackie Grama at 609-341-2099.

## 2006 Ninth-Year Charter School Renewal Application Process Timeline

Application for Renewal of Charter	Application Review	Renewal On-Site Review/ Structured Interview	Written Comment Period	Renewal Determination
<p>The renewal application is submitted to the Department of Education, county superintendent and district(s) of residence board(s) of education by each charter school in its ninth year of operation by <b>Friday, September 15, 2006.</b></p> <p>The above parties should have received a copy of the schools annual report on August 1, 2005.</p>	<p>The application for renewal will be reviewed and evaluated by the Department of Education. The district(s) of residence board(s) of education will also have the opportunity to review and comment on the application.</p>	<p>The Commissioner of Education or his designees may appoint a review team to conduct an on-site review of the charter school with members of the board of trustees, the lead person, teachers, parents and/or other school representatives to review the accomplishments of the charter school during the first nine years of its charter. Site visits, if called for, will be scheduled between <b>Mid-October through Mid-December.</b></p>	<p>The comments of the district(s) of residence board(s) of education regarding the renewal of the school's charter must be forwarded to the Commissioner by <b>Monday, October 16, 2006.</b></p>	<p>Based on the review of a school's application for renewal, the review of the school's 2006 annual report and any commentary from the district(s) of residence, the Commissioner will grant or deny the renewal of the charter by <b>Friday, December 29, 2006.</b></p>

# Overview of the Content of the Ninth-Year Renewal Application

**The Ninth-Year Renewal Application should describe the school's:**

1. Financial status to illustrate that it is fiscally solvent,
2. Enrollment to illustrate that it is stable and at or near maximum, and
3. Detailed plans for the next five years of the charter.\*

**The statement of assurances and supplementary information will comprise Appendix A of the application.** (See Appendix 3, this document, for a copy of the Statement of Assurances and supplementary information to be provided by the school.)

*\*Regarding number 3 above, using the chart below, indicate the projected enrollment by grade level and the total for each school year, for the next five years of the next charter.*

**IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.**

**FOR CHARTER SCHOOLS OPERATING WITH A REGION OF RESIDENCE, COPY THE TABLE BELOW AND COMPLETE FOR EACH DISTRICT IN THE REGION OF RESIDENCE.**

<i>District of Residence:</i>					
<b>GRADE LEVEL</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>PreK</b>					
<b>K</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<b>TOTAL</b>					

**Note:** The charter school's 2005-06 annual report will also be reviewed along with the renewal application. The annual report provides detailed information on the school's: achievement of its goals and objectives; governance and management accomplishments; curriculum and instructional programs; teacher supervision and professional development; student assessment procedures and results, including NCLB AYP status; parent and community involvement; public relations and outreach; staff recruitment; student admissions; co-curricular activities and self-evaluation and accountability plan.

# **2006 Ninth-Year Charter School Renewal Process: Application Instructions**

**Ninth-Year Renewal Application Instructions.** This document prescribes the content to be addressed in a charter school's ninth-year renewal application. The application consists of three (3) major sections. Each section is comprised of several topics. **Under each Topic Header are instructions that prescribe in detail the content to be addressed.** Taken as a whole, the three application sections and the topic headers constitute the table of contents for the renewal application. The renewal application should have a cover page identifying the school, a table of contents page (See Appendix 1 this document), a school description page similar to the annual report (See Appendix 2 this document), and three sections that present and discuss in detail the prescribed contents. Additionally, the school's Statement of Assurances and Supplementary Information should be included in Appendix A of the renewal application (See Appendix 3, this document). Other items may be appended at the school's discretion.

**Renewal Methods/Evidence and Criteria.** These sections are presented for renewal applicants' information. They describe the methods and criteria to be used by the Commissioner's designees to review charter school renewal applications and, if necessary, to structure renewal site-visits. Areas to be reviewed will include the content described herein, but will not be limited solely by that content. At the Commissioner's discretion additional information and data may be requested. It is the school's responsibility to provide the evidence requested in the renewal application in the form of narrative and appendices that respond to the renewal application instructions in as precise and concise a fashion as possible and to have the supporting data, records, files and documentation cited in the Methods/Evidence section available in an appropriate, readily interpretable form/format in the event that an on-site renewal visit is deemed necessary.

**1. Fiscal Solvency: *Describe the school's financial status to illustrate that it is fiscally solvent.***

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
<b>A. <u>Adequate Fiscal Plan.</u></b> <u>Describe</u> the documentation and activities that the school can provide as evidence that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the first nine years of its charter.	Review copies of the school's fiscal documentation (yearly audit reports, annual reports, monthly board minutes and financial statements) Detail any loans including source, amount borrowed and payback schedule over the course of the first two charters. Include narrative description of relationships with non-profit and/or for-profit entities.	Documentation and/or interviews indicate that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of its charter.
<b>B. <u>Positive or Zero Ending Fund Balance.</u></b> <u>Provide</u> the information required to verify that the school has met the requirement to achieve a positive or zero ending fund balance.	Review yearly audits for years ending 2004, 2005 and 2006 and the budget for 2007. Review monthly board minutes.	Documentation and/or interviews indicate that the school has met the requirements to achieve a positive or zero ending fund balance.
<b>C. <u>Audit Reports, GAAP Accounting System and Internal Controls.</u></b> 1. <u>Provide</u> evidence that the school's audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations. 2. <u>Provide</u> evidence of a GAAP accounting system. 3. <u>Provide</u> evidence of written policies & procedures for the purchase order system, the enrollment count procedures and the FICA reimbursement system.	Review audit reports including auditor opinion and reported findings. Review board of trustees meeting minutes to verify adoption of a corrective action plan and board resolutions that certified that the corrective actions were implemented prior to year-end. Review set up of the accounting system along with financial reports produced from the system. Review evidence of written policies and procedures regarding internal controls.	Documentation and/or interviews indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations. The school has an operational GAAP accounting system. The school has written policies and procedures for internal control.
<b>D. <u>Efficiencies in Fiscal Operations.</u></b> 1. <u>Provide</u> evidence that the school has achieved efficiencies in its fiscal operation. 2. <u>Provide</u> evidence that the school is in compliance with all applicable regulations and requirements governing the finance and business services code	Review copies of the school's fiscal documentation (i.e., fiscal data tables showing % of instructional, administrative and support costs and narrative description of the use of any shared services over the course of the first two charters) to ensure that the GAAP accounting system is operational and producing monthly financial statements.	Documentation and/or interviews indicate that the school has achieved efficiencies in its fiscal operations as defined herein.

**2. Enrollment:** *Describe the school's enrollment to illustrate that it is stable and at or near maximum.*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
<p><b>A. <u>Enrollment</u>.</b></p> <p>1. <u>Provide</u> evidence that the school's enrollment has been stable and at or near maximum.</p> <p>2. <u>Provide</u> evidence that the apportionment model is reasonable if there is a region of residence.</p> <p>3. In support of the above, <u>prepare</u> a summary table showing actual versus maximum authorized enrollment, per the school's charter, for the fiscal years 2003-2007. (Reflect non-resident district enrollment in a separate column from the resident district enrollment as well as total actual in the above table). For charter schools operating with a region of residence prepare a separate table for each district in the region of residence reflecting actual versus maximum enrollment per the apportionment model presented in the school's charter.</p>	<p>Review tables and/or figures that present the school's enrollment and waiting list data by grade level over the last four years that the school has been in existence. For schools with a region of residence, verify that the school's apportionment model is reasonable.</p>	<p>Documentation and/or interviews indicate that the school's enrollment has been stable and at maximum.</p> <p>Documentation indicates that the school's apportionment model (where applicable) is reasonable, the school has a viable "wait list" and that there is a demand for the school.</p>
<p><b>B. <u>Enrollment Indicators</u>.</b></p> <p>1. <u>Provide</u> evidence that the school has enacted procedures to collect systematically enrollment-related indicators such as mobility data, waiting lists, withdrawals, suspensions and expulsions.</p> <p>2. <u>Provide</u> evidence that the school has analyzed any of the above data and used it to inform decision-making.</p>	<p>Review student exit interview data and copies of tables/figures showing student withdrawals, suspensions and expulsions over the life of the school. Review the school's discipline policy. Review documentation (e.g., board reports or internal reports illustrating enrollment-related issues and decisions, if any).</p>	<p>Documentation and/or interviews indicate that the school has tracked enrollment-related indicators, and, where applicable, has analyzed and used the data to inform decision-making.</p>
<p><b>C. <u>Enrollment/Accountability</u>.</b></p> <p>1. <u>Provide</u> evidence that the school's Self-Evaluation and Accountability Plan includes indicators such as demand, early-intervention for at-risk students and post-charter outcomes (i.e., matriculation to the next level of education).</p> <p>2. <u>Provide</u> evidence of written enrollment count procedures including the use of the school register.</p>	<p>Review the school's Self-Evaluation and Accountability Plan for evidence of attention to indicators such as demand, early intervention for at-risk students and post-charter outcomes.</p> <p>Also review the school's admissions policy, recruitment timeline, lottery procedures, application form(s), enrollment forms and school register for compliance.</p> <p>Review written enrollment count procedures.</p>	<p>Documentation and/or interviews indicate that the school has attended to indicators such as demand, early intervention for at-risk students and post-charter outcomes.</p> <p>Documentation indicates that the charter school is recording student attendance in the school register and that accurate information on enrollment is being provided.</p>

**3. Five-Year Plan: Describe the school's plans for the next five years of the charter.**

**NOTE: IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.**

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
<p><b>A. <u>Five-Year Plan: Strengths, Needs and Improvement Plans.</u></b></p> <p>1. <u>Describe</u> and <u>discuss</u> the school's program, fiscal, administrative/staffing, governance, and student achievement-related strengths. In particular, <u>present</u> and <u>discuss</u> state and/or standardized test data over the past four years that clearly illustrate the status of student achievement over time. <u>Present</u> cohort data if possible. <u>Describe</u> the school's NCLB AYP status over the past four years for all categories of students.</p> <p>2. <u>Describe</u> and <u>discuss</u> the school's needs (e.g., needs assessment results, weaknesses in achievement results, staffing needs). Discuss the extent to which the needs are data-based. Summarize the proposed changes and improvements that the school plans to undertake in the next five years of its charter.</p> <p>3. <u>Present</u> specific improvement plan goals and objectives. <u>Present</u> a <i>detailed action plan and accompanying narrative</i> regarding the specific improvement goals and objectives proposed for the first year of the new charter. Information regarding years two-five need not be as detailed. <u>Relate</u> the five-year plan to the school's original goals and objectives. <i>Do not assume that the school's plans for expansion, if any, will be approved.</i></p>	<p>Review the school's plan for the next five years, including changes and improvements based on needs determined via analyses and examination of the school's assessment/student performance results and other relevant needs assessment data.</p>	<p>Documentation and/or interviews indicate that the school's plan is comprehensive and detailed, and includes improvements and changes that are data-based and achievement oriented. <i>Two versions of the five year plan are presented; one based on non-expansion and a second that outlines plans in the event that expansion, if applicable, is approved.</i></p>
<p><b>B. <u>Self-Evaluation and Accountability Plan.</u></b></p> <p>1. <u>Present</u> and discuss the school's self evaluation and accountability plan. <u>Indicate</u> how the progress of the school will be evaluated on a continuous basis over the next five years. <u>The plan should pose specific questions</u> that the school wants to answer re: student achievement, curriculum development/revision/implementation, professional development, parent/staff and student involvement, parent/staff and student satisfaction, enrollment trends, discipline trends, staffing trends and administrator and staff evaluation (at a minimum). <u>It should specify</u> the measures/instruments (e.g., surveys, standardized tests, curriculum tracking instruments, lesson plan reviews, focus groups) to be used or developed to provide data to answer the questions. <u>It should also specify</u> when the measures will be administered, how, to whom and how they will be disaggregated, analyzed, reported and used.</p> <p>2. <u>Present</u> evidence that the plan includes adequate provisions for evaluating curriculum development/ monitoring/revision and the implementation/analysis/reporting of student assessments.</p>	<p>Review the school's updated Self-Evaluation and Accountability Plan to ensure that it is well conceived, detailed and comprehensive.</p> <p>Review the school's updated Self-Evaluation and Accountability Plan.</p>	<p>Documentation and/or interviews indicate that the school has a well-conceived comprehensive plan to evaluate the progress of the charter school on a continuous basis. The plan addresses the information items requested herein.</p> <p>Documentation and/or interviews indicate that the school has a well-conceived plan that includes adequate provisions for evaluating curriculum development/monitoring and implementing/using student assessments.</p>

**3. Five-Year Plan: Describe the school's plans for the next five years of the charter. (Continued)**

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
3. <u>Describe</u> how the plan includes adequate provisions for evaluating the delivery of professional development to build teachers' capacity in the areas of curriculum and assessment.	Review the school's updated Self-Evaluation and Accountability Plan. Conduct interviews.	Documentation and/or interviews indicate that the school has a well-conceived plan that includes adequate provisions for evaluating the delivery of professional development to build teachers' capacity in curriculum and assessment.
<b>C. <u>Facility Plan</u>.</b> 1. <u>Provide</u> evidence that the school has a clear and detailed plan for maintaining or, if indicated, acquiring an adequate educational facility.	Review the school's facility documentation (e.g., lease, floor-plans, plans for new acquisition &/or maintenance of current facility).	Documentation and/or interviews indicate that the school has a clear and detailed plan for maintaining or, if indicated, acquiring an adequate educational facility.
2. <u>Describe</u> clear, detailed and feasible steps for financing the facility.	Review the school's detailed plans for financing the facility.	Documentation and/or interviews indicate that the plans for financing the facility are adequate.
3. <u>Provide</u> evidence that the school's plan is reasonable based on projected enrollment with respect to size and needs.	Review the school's enrollment data and projected space and educational program needs.	Documentation and/or interviews indicate that the plan is reasonable based on projected enrollment with respect to size and needs.
4. <u>Provide</u> evidence that the plan includes detailed provisions for undertaking and financing renovations.	Review documentation re: the financing and timely completion of renovations.	Documentation and/or interviews indicate that viable plans for financing and completing renovations are in evidence.
5. <u>Provide</u> evidence that the plan includes a reasonable timeline for acquiring a facility and obtaining all necessary approvals.	Review the proposed timeline for acquiring the facility and obtaining approvals to ensure its efficacy.	Documentation and/or interviews indicate that the plan includes a reasonable timeline for facility acquisition and obtaining all necessary approvals.

**3. Five-Year Plan:** *Describe the school's plans for the next five years of the charter. (Continued)*

TOPIC HEADERS	METHODS/EVIDENCE	CRITERIA
<p><b>D. <u>Fiscal Plan</u>.</b>  <u>Provide</u> evidence that the school has a viable fiscal plan for the next five years that includes:</p> <ol style="list-style-type: none"> <li>1. a five-year narrative plan, and</li> <li>2. a budget summary, narrative and cash flow for <b><u>one</u> (1)</b> operational year, fiscal year 2007-08, in the prescribed format.</li> </ol>	<p>Review the fiscal plan. (The plan narrative should describe any plans to use outside revenue and any affiliations with non-profit or for-profit entities.)  Review the budget summary, narrative and cash flow for FY 2007-08.</p>	<p>Documentation and/or interviews indicate that the school has a viable fiscal plan for the next five years that includes a five-year narrative description of the plan and a budget summary, narrative and cash flow for FY 2007-08 in the prescribed format.</p>
<p><b>E. <u>Projected Enrollment</u>.</b>  <u>Provide</u> evidence that the projected enrollment by grade level is complete and, if applicable, evidence that the apportionment model reasonable.</p> <p><b>NOTE: IF THE SCHOOL'S FIVE-YEAR PLAN PROPOSES ANY EXPANSION OF ENROLLMENT AND/OR ANY ADDITION OF GRADES THAT VARIES FROM THE ENROLLMENT LEVEL AND GRADE LEVELS APPROVED IN THE ORIGINAL CHARTER, PRESENT TWO VERSIONS OF THE FIVE-YEAR PLAN; ONE ASSUMING NON-APPROVAL OF EXPANSION AND A SECOND ASSUMING APPROVAL OF EXPANSION.</b></p>	<p>Review the summary sheet in DOE format showing projected enrollment by grade level data.  Review the apportionment model if the school has a region of residence. Review any expansion plans in light of past performance.</p>	<p>Documentation and/or interviews indicate that the projected enrollment by grade level is complete.  The apportionment model, if applicable, is reasonable.  Recommend either approving the proposed expansion or maintaining at the current enrollment and grade levels.</p>

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**Note. Include additional appendices to the ninth-year renewal application at the school's discretion.**

## APPENDIX 2

### *Sample:* SCHOOL DESCRIPTION

*School Name*

**Maple Academy Charter School**

**Startup and Current Year.** Maple Academy Charter School commenced implementation in the 1998-99 school year and is in its ninth year of operation.

**Address.** The school is located at 47 Webster Avenue in Newark, NJ 07103.

**Facility.** The school is located in a two story building that formerly served as a warehouse.

**Number of Students, Grades and Classes.** The school's charter authorized a maximum enrollment of \_\_\_\_ students in 2005-06 in grades 4, 5, 6 and 7. The enrollment at the beginning of the school year was \_\_\_\_ students. There are 2 classes at each grade level.

**Class Size.** Class size is approximately 20 students per class.

**Planned Expansion.** In the \_\_\_\_\_ school year, the school will add two eighth grades and expand to 200 students.

**District(s) of Residence.** The school draws its students from the following districts: \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_.

**Employees.** The school employs a lead person, 8 classroom teachers, 2 aides, a special education teacher, a nurse, a social worker and a physical education teacher.

**Lead Person.** The school's lead person is Ms. Joanne Maples (Tel. \_\_\_\_\_), (Fax. \_\_\_\_\_), (email. \_\_\_\_\_).

**Board Members.** The school's board of trustees is composed of seven voting members and two ex officio members. The ex officio members are the lead person and a teacher representative. Three of the seven voting members are parents.

**Defining Attributes.** The defining attributes of the school are its emphasis on technology, community service and character education.

**Community/Organizational Affiliation (if any).** The school is affiliated with the New Community Organization of Newark, a non-profit social service agency.

**Note:** Complete the above headers and keep the School Description to *one page*.

## APPENDIX 3

### Office of Vocational-Technical, Career and Innovative Programs/Charter Schools

#### Ninth-Year Renewal Process: Statement of Charter School Assurances and Supplementary Information

4-25-06

(To be completed by the charter school as a part of the ninth-year renewal process)  
(Respond to each question or request. Elaborate on responses as needed)

Charter School: \_\_\_\_\_ Grade Levels: \_\_\_\_\_

Lead Person: \_\_\_\_\_

Board President: \_\_\_\_\_

#### STATEMENT OF PROGRAM-RELATED ASSURANCES AND INFORMATION

Staffing:	<u>Response</u>
1. Are there any staff vacancies? What plans are there to satisfy existing vacancies, if any?	
2. Was a staff list submitted on Aug 15, 2006? Was a staff list submitted online by September 1, 2006? Verify that the list is complete and current.	
3. Are substitutes currently filling in for regular teacher(s) long term? How many? Are their credentials in order?	
4. Are personnel records complete, up-to-date and in order? Do they include copies of staff certifications?	
5. Are teacher contracts complete, up-to-date and in order? Do they include a 30/60-day clause?	
6. Are the child study team contracts and the related service provider contracts current and in order (i.e., LDTC, psychologist, social worker,	

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speech therapist, O/T, P/T, etc.)? Is the Teacher of Students with Disabilities contract in order?	
7. Are staff observations and evaluations on file, in compliance and completed by an appropriately certified person? Is there a schedule for completing staff observations?	
8. Are teachers' PIP's complete, up-to-date and on file?	
9. How many teachers are currently in the provisional teacher program? Are provisional teachers being mentored properly? Are the mentor's credentials, reports and activities in compliance? Is the necessary documentation in order and current?	
10. Are criminal history records, emergent hire forms, and approval letters complete, current and in order?	
11. Are the nurse's contract and contact hours adequate? Is the emergency nurse plan in order? Are medical-related resources adequate?	
12. Are staff exit interview files complete and in order? Provide, by year, the number of staff that exited?	
13. What is the average class size? Is it in compliance with the charter?	
14. What percent of the school's certificated staff meet the NCLB requirements as highly qualified? Are paraprofessionals appropriately certified?	
15. Does the school have an approved professional development plan and are professional development opportunities adequate?	

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<b>Student Enrollment, Attendance, Records and Behavior:</b>		<b><u>Response</u></b>
1. Have there been any issues with the school's enrollment and wait list procedures? Provide the current enrollment and wait-list by grade. Does the school carry over its wait list from year to year?		
2. What are school's procedures for taking attendance and notifying parents of absent and tardy students?		
3. Have all student records been obtained from other schools (academic, health, IEPs)? Are the student records complete, current and in order? Are IEPs and health records being kept separately?		
4. Provide the school's discipline, suspension and expulsion figures for 2004-05 and 2005-06. Provide evidence of alternative placement for any students who have been expelled.		
5. What is the school's student mobility rate record (over the past four years)?		
6. What is the school's average daily attendance rate (over the past four years)? Is the attendance rate 90% or higher?		

<b>Governance:</b>		<b><u>Response</u></b>
1. Was the school's "board list" submitted on Apr 15 & Oct 15? Number of board members? Board number in compliance with by-laws? Board vacancies? Plans to fill vacancies?		
2. Are records available of board minutes being sent to the County Office on a monthly basis?		

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3. Are board policies current, comprehensive and in order? Has the school developed an anti-bullying and harassment policy?	
4. Is there evidence of compliance with the Open Public Meetings Act?	
5. Are School Ethics forms on file and up-to-date?	
6. Are records of board members' attendance on file? What constitutes a quorum? Any meetings cancelled due to a lack of a quorum in 2005-06? Level of public attendance at meetings? Board aware of email correspondence and concerns regarding virtual quorums?	
7. Date of next board meeting?	
8. Does the school have Staff, Student and Parent Handbooks? Are board policies and handbook policies in synch?	
9. Is there a board-approved student discipline policy?	
10. Are teachers aware of tenure? Are tenure policies spelled out in the staff handbook?	
11. Is there a properly constituted Grievance Committee? Have any grievances been filed?	
12. Have board members participated in required NJSBA board training? Number needing training?	
13. Are formal/written procedures in place for evaluating the lead person and other administrative staff?	
14. Do the board's staff termination policies provide for due process?	
15. Are there job descriptions for all staff members	

### APPENDIX 3

Curriculum, Instruction, Evaluation and Assessment:	<u>Response</u>
1. Are there written curriculum guides for each subject area and grade level that address NJCCCS? Are there adequate curriculum resources in each subject area?	
2. Is statutory-required curricula provided (e.g., Phys Ed/Health, World Language, US History, Holocaust, NJ History, Substance & Alcohol abuse awareness, etc.)?	
3. Does the school's master schedule allocate adequate time to cover all required content areas?	
4. Are teachers provided adequate preparation and planning time?	
5. Are lesson plans and the implementation of the curriculum monitored systematically? Is there a standard lesson plan format? What lesson plan feedback do teachers receive?	
6. Does the school have an At-Risk plan that addresses gaps in students' achievement?	
7. Does the school have a LEP or ELS plan? (A policy and plan is required even if there are no LEP students.)	
8. Is the school in compliance with IDEA requirements? Provide assurance and selected documentation.	
9. Does the school provide services for students eligible under Section 504? Provide documentation.	
10. Is the school implementing a plan to ensure equal and bias-free access to all school programs (i.e., a Title IX comprehensive equity plan)?	

### APPENDIX 3

11. Does the school have an approved technology plan? To what extent is technology utilized? Describe.	
12. Does the school's Self-Evaluation and Accountability Plan (SEAP) address the multiple components requiring evaluation? (e.g.,) <ul style="list-style-type: none"> <li>- mission</li> <li>- academic/non-academic goals</li> <li>- student, parent and staff participation and satisfaction</li> <li>- diagnosis/tracking/reporting of student achievement</li> <li>- curriculum development, monitoring and revision</li> <li>- discipline/enrollment trends</li> <li>- student/staff mobility trends</li> <li>- professional development needs</li> <li>- program evaluation</li> <li>- staff supervision/evaluation</li> <li>- administrator/board evaluation</li> <li>- other</li> </ul>	
13. Does the school's SEAP provide for the collection, analysis, disaggregation and reporting of cohorts' of students' achievement progress and the reporting of AYP as required by NCLB?	
14. How does the school provide for the adequate reporting of student progress to parents and facilitate communications with parents?	
15. What is the status of student achievement? Are NCLB adequate yearly progress standards being met by all groups of students? What is the school's NCLB AYP "Improvement Status?" Is the school using a state-approved "supplemental educational services" provider? Report on progress.	<div style="text-align: right;">Page 6 of 12</div>

### APPENDIX 3

<b>Facility:</b>	<b><u>Response</u></b>
1. Are the school's fire, sanitary and CO certificates current for all school locations?	
2. Does the school have a signed lease or mortgage?	
3. Are Heimlich Maneuver posters & evacuation routes posted appropriately?	
4. Does DOE have the school's current address, phone number(s), fax, email and web site? (Provide the above)	
5. If the school is in multiple buildings and sites, provide the address for each physical setting, and identify one central mailing address for administrative purposes.	

<b>Additional Statistics, Data and Information:</b>	<b><u>Response</u></b>
1. What teacher mobility, if any, did the school experience in the 2005-06 school year? Also, provide information on any current or expected teacher mobility this year.	
2. What is the current number of students with IEP's? How many students are currently under referral for evaluation? Provide a list of placements and related services currently being provided.	
3. Provide the total number of students listed as At-Risk.	
4. Provide the total number of students listed as LEP.	

### APPENDIX 3

5. Describe the status of internet connectivity for both students and staff. Does school have internet access and e-mail? Does the school have a web site; if not, what are the school's plans to create one?	
6. Provide the number of computers being used for instructional purposes. Describe the specific instructional uses and the proportion of students and the proportion of student time per week allocated to computer-related instruction.	
7. Provide the number of computers being used for administrative purposes. Describe the specific uses of computers for administrative purposes (e.g., enrollment, attendance, grading, fiscal, etc.).	
8. Provide the student/computer ratio.	
9. What is the total number of DOE certified school employees (e.g., principal, supervisor, teachers, etc.)?	
10. What is the total number of school employees (both certified and non-certified)?	
11. Has the school appointed a Section 504 Officer, an Affirmative Action Officer and a Title IX Coordinator? Provide their names.	

#### **Additional Comments**

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## APPENDIX 3

### STATEMENT OF FISCAL-RELATED ASSURANCES AND INFORMATION

<b>GAAP Accounting System:</b>	<b><u>Response</u></b>
1. Name of accounting system software.	
2. Date implemented (month and year).	
3. Does the accounting system include?	
a. Uniform minimum chart of accounts.	
b. General ledger.	
c. Payroll ledger.	
d. Cash receipts/disbursement journals.	
e. Fixed asset inventory.	
f. Trial balance.	

<b>School Bank Accounts:</b>	<b><u>Response</u></b>
1. Name of operating bank account.	
a. List names & titles of all individuals with signatory authority over this account.	
2. Name of payroll bank account.	
a. List names & titles of all individuals with signatory authority over this account.	
3. Name of payroll company, if applicable.	
4. Are monthly bank reconciliations done on all bank accounts?	

### APPENDIX 3

<b>Monthly Reports:</b>		<b><u>Response</u></b>
1. Does the board of trustees receive the following at each monthly meeting?		
a. Board secretary's report.		
b. Treasurer's report.		

<b>Internal Controls:</b>		<b><u>Response</u></b>
1. Does the charter school have board-approved policies and procedures on?		
a. Enrollment counts.		
b. FICA reimbursement.		
c. Purchasing.		
2. Does the charter school adhere to public school contract guidelines?		

<b>Business Services:</b>		<b><u>Response</u></b>
1. Name of treasurer.		
2. Does the treasurer have any voting rights on the board of trustees?		
3. Name of certified school business administrator (SBA).		
4. Do the president and board secretary/SBA sign all checks?		
5. Are quarterly financial reports submitted to the county superintendent?		

### APPENDIX 3

Long Term Obligations:	<u>Response</u>
1. Name and address of lender, if applicable.	
2. Date of original loan.	
3. Date of loan maturity.	
4. Amount of principal outstanding.	
5. Monthly repayment amount.	
6. Interest rate.	
7. Collateral.	

## APPENDIX 3

### SIGNATURES SUPPORTING STATEMENT OF ASSURANCES

#### Charter School Board Members:

<u>Name</u>	<u>Board Role</u>	<u>Date</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____

#### Charter School Lead Person(s):

<u>Name</u>	<u>Date</u>
1. _____	_____
1. _____	_____

#### Charter School Certified School Business Administrator:

<u>Name</u>	<u>Date</u>
1. _____	_____